

PEER MODELING FOR CLASSROOM ENGLISH PRACTICE IN PEER TEACHING ACTIVITY

by Atik Rokhayani

Submission date: 24-Oct-2018 09:25AM (UTC+0700)

Submission ID: 1025686931

File name: Full_Paper_ELTLT_2017.doc (63.5K)

Word count: 2712

Character count: 15494

PEER MODELING FOR CLASSROOM ENGLISH PRACTICE IN PEER TEACHING ACTIVITY

Atik Rokhayani 1), Agung Dwi Nurcahyo 2), Dwi Rukmini 3), Ahmad Sofwan 4)

1) and 2) Department of English Education, Universitas Muria Kudus

3) and 4) Department of English, Universitas Negeri Semarang

Indonesia

atik.rokhayani@umk.ac.id

Abstract

Giving instructions is a part of basic skills that should be owned by a prospective teacher. Student teachers of English Education Department, as prospective English teachers, should be exposed to an intensive practice of using Classroom English to help them improve competence of giving instructions in English. In the class, they can use peer modeling as a media of reflecting their effort to do rehearsal. Peer teaching can be an alternative activity to give them opportunities for them to do intensive practice of giving instructions using classroom English. This study aims to describe how peer modeling of Classroom English in peer teaching activities are used by student teachers of English Education Department of Universitas Muria Kudus to prepare them for a program of field teaching practicum at schools. Peer modeling is believed to be able to reduce psychological gap among students during their simulation of teaching using Classroom English. Student teachers will not feel awkward physiologically to give feedback to their friends' performance. The study finds out that the student teachers of English Education Department of Universitas Muria Kudus show good effort of using better Classroom English.

Keywords – peer modeling, classroom English, peer teaching

Introduction

Nowadays, a teacher should be open-minded toward any paradigm changes on language teaching model. A teacher is, at the same time, also a learner since he/she must keep learning for a better qualification. When being open-minded is stucked to the perception of candidate teachers, it will as a consequence put them in line with the paradigm of growth mindset learner in which it will enable them to be progressive teachers. Class participation plays an important role in teaching and learning process (Crosthwaite, et Al: 2015). In Indonesia an English teacher should have four competences to meet the national standard of being a professional teacher, which cover the competences of pedagogy, personality, professionalism, and sociability. In terms of pedagogical competence, a teacher should be able to manage a classroom, engage and support all students in learning, create and maintain an effective environment for

student learning, understand and organize subject matter for student learning, plan instructions and design experiences for all students, and assess student learning. Based on the previous research, teachers' competence in assessing class is still low and it needs to be improved (Azhar, F. 2013). Meanwhile, in the perspective of professional competence, an English teacher should have a good language competence and performance, including classroom English, to support their competence of pedagogy, especially in the effort of engaging students in interactive and effective learning. In this case, a teacher will have to serve as a good facilitator in the EFL class since students need to be encouraged to develop their communicative competence by exposing them in an interactive communication setting.

In the effort of preparing student teachers to be professional candidate teachers, they should be provided with intensive and comprehensive training

program at the campus before they have real teaching practice in the internship program at schools. The intensive training of teaching in English Education Department should cover theory and practice of pedagogy in English language teaching. Student teachers have to be familiar with some theoretical development of pedagogy such as approaches, methods, techniques and strategies of teaching English. They also should know how to design curriculum and developing teaching materials. Besides, they are also demanded to understand how to design instructional activities, such as drafting a lesson plan, choosing appropriate technique, media, and material of teaching. Those theoretical mastery must be followed up with the practical activities which can be covered in some courses which can foster and boost the students' competence and performance of teaching.

Additionally, students are recommended to be trained with how to use classroom English in appropriate and acceptable practice of teaching in the class. Their competence and performance of classroom English also determines the quality of their teaching performance. Teacher and students can use classroom English in discussion because it can improve teacher and students' competence and skills (Ruday&Sean, 2011). Therefore it is necessary to design appropriate learning model in the practicum class like micro teaching class. In this class, student teachers are engaged in an intensive practice of peer teaching. Peer teaching is a teaching practicum in which the candidate teachers do a rehearsal of serving as teachers and at the same time, in turns, serving as students. Love (2012) states, "peer teaching has students take on a teaching role in a school setting in order to share their knowledge with other students". This study aims at describing how peer teaching, as a peer modelling of teaching practicum, is practiced by the students of the English Education

Department of Universitas Muria Kudus as an intensive rehearsal program to get accustomed to using classroom English in delivering classroom's instruction. The study investigates and explores to what extent the peer modelling of teaching practicum can intensively help student teachers improve their competence and performance of classroom English.

The simulation of learning and teaching activity in the peer teaching practice can also be perceived as a practical procedure of the role play and Communicative Language Teaching (CLT) method. The main target of applying these two methods is exposing student teachers with the intensive practice of using classroom English besides training them to improve their teaching performance. Student teachers are encouraged to conduct intensive rehearsal of performing an interactive class through the use of classroom English. This will also help student teachers post themselves like in a real situation in a classroom serving as teachers who actively interact with students in an acceptable context of situation by using classroom English. In other chance, they will also be in the position of students that will also be engaged to give response using classroom English. This reciprocal feedback represents the implementation of a classroom simulation by using CLT and role play collaboratively.

Methodology

The study explores to what extent the simulation activity can encourage and stimulate student teacher as candidate English teachers to improve their classroom English competence and performance in delivering instructions in a role played-teaching practice in a peer teaching activity. It is also a study which explore the implementation of Communicative Language Teaching (CLT) and Role Play method in developing interactive learning process in the peer teaching activity in which student

teachers will take in turns to teach and to be taught. The peer teaching activity will be followed up by a reflection session in which the student teachers have the opportunity to do a self reflection as well as to get criticism, correction and suggestion as well as assessment from one another. The subject of the research is the student teachers of the English Education Department of Universitas Muria Kudus, Indonesia. They are those who are trained and prepared to take a teaching internship program in the seventh semester in a real school. The course content of the training covers the following programs:

1. Introduction to the theory of approach, method, technique and strategy in English Language Teaching (ELT)
2. Introduction to School Based Curriculum and the Curriculum of 2013
3. Introduction to Language Teaching Media
4. English Instructional Design (including Lesson Plan Drafting)
5. Practicum of Peer Teaching

In the training program, student-teachers are first introduced to the basic theories of approach, method, technique and strategy in English Language Teaching (ELT). In this session, the student teachers are also trained with the use of CLT and role play as strategies to conduct SCL (Student Centered Learning) approach subjected to the orientation of the curriculum which have until now been implemented in Secondary and High Schools in Indonesia, those are familiarly known as Institutional Based Curriculum (KTSP) and Curriculum of 2013. These two curriculum are introduced to the student-teachers before they learn the theories of language teaching media and English Instructional Design. The practicum of peer teaching is done in the final session of the training program. The course content of the training program is actually the short term-review of the subjects that they have taken in the regular colleges which contain theory and

practice of English Language Teaching (ELT). In the specific scope of discussion of this study, it can be stated that peer teaching is a way to explore how student-teachers (candidate teachers) are intensively encouraged to improve their proficiency of classroom English in their empirical experience to perform the teaching practice. They will be assessed on how well they use classroom English in: doing apperception, delivering materials, engaging students in the learning process, creating interactiveness with students, selecting effecting instructions, and giving a follow up instructions.

Finding and Discussion

Basically, the training program consists of three main stages, i.e. the first stage is theoretical deepening session; the second stage is instructional design session; and the third stage is practicum session. *In first stage*, the student teachers have fully participated in strengthening their understanding and mastery of concepts, principles and basic guidelines of the language teaching approaches, methods, techniques, strategies and procedures. In this theoretical deepening session, the student teachers are given individual and in group-assignment. They are supposed to explore any ideas of their own of what material, technique, media, and strategy of teaching they plan to conduct in the upcoming peer teaching practice. They work in group for designing a teaching cycles by using certain material, technique, media and assessment. The first stage is fully used by the students to have several sessions of focus group discussion on theory of language teaching.

Next, they proceed to *the second stage*, i.e. drafting an instructional design. The draft of the design should be written/typed in a complete document of portfolio. Before they submit the portfolio, they have to present it in front of the class for getting some advice, suggestion or even correction from the lecturer and their peer friends. The portfolio is then

simplified in a complete draft of lesson plan. There are three big classes of student teachers in which each class consists of more or less 36 students. Each class is then divided into three or four group of ten students at average. Besides, classroom task assignment, each group is also given some take home assignment. The take home assignment is expected to be the way of providing opportunities for them to do autonomous learning in their group which consequently gives impact on the literacy development of the students.

After the student-teachers complete the portfolio assignment in first stage and the second stage, which are theoretical, then they come to *the third stage*, i.e. teaching practicum session. The practicum session is divided into two periods. In first period of practicum, student-teachers perform the teaching practice individually and directly assessed by the lecturer as the only assessor. In this period, the student-teachers should maximize their individual effort for their performance. The reflection session is also taken by the lecturer only. So, there is only one assessor. In the second period of practicum, there is a bit modification on the task execution, i.e. the students are divided into three groups. Each group should optimally make use of the opportunity to share with each other in one group or preparing the teaching performance. This group work has some learning insights to consider, i.e. (1) students have the opportunity to do autonomous learning which can in turn develop their literacy; (2) the activity of group work allows them to explore more learning resources since they do not only count on individual finding of information; (3) students get the chances to do rehearsal/simulation of teaching practice with a small scope of class (with their friends in group) before conducting the performance in front of the class; and (4) students get through some layers of reflection from the simple and small scope in the group level, up to a wider scope of reflection in the classical level of reflection

session. The assignment completion in group indicates a significant learning experience in which humanism approach is practically realized here. This group activity enables the lecturer to raise the frequency of learning motivation among students to almost the same level. Students with different learning styles will find no psychological barrier to learn and share with their friends. They are motivated by one another to explore information for enriching the content of teaching as well as to encourage one another for to improve the quality of teaching performance. It is in fact close to the implementation of humanism approach.

Finally, based on the data analysis of the research, it can be perceived that the student teachers (candidate teachers) of the English Education Department, Faculty of Teacher Training and Education of Universitas Muria Kudus, who take the training program of teaching preparation skill, have not reached the expectation. However, in terms of learning development, there is a progressive trend of learning outcome because the student teachers have got some consolidate learning experiences after they get through the reciprocal teaching practice of the peer teaching activity. Student teachers at least have got some learning experiences, such as (a) experience of intensive rehearsal for teaching practice, (b) opportunity to develop self confidence in teaching, (c) continuous process of public speaking skill development, (d) increase on communicative competence, (e) decrease of psychological gap among student teachers during the simulation activity, (f) literacy development, and (g) peer reflective evaluation. Additionally, to be seen in the affective aspect, through the simulation of peer teaching, student teachers feel secured, supported, encouraged and motivated to design an interactive teaching since they feel that they are not alone in learning; they have friends to share with. In terms of cognitive aspect, through the peer modelling of teaching practice,

student teachers learn much from one another of points to develop in performing interactive teaching and learning. In the view of psychomotoric aspect, through peer modelling of teaching, student teachers have in fact done a total physical classroom activities to run an interactive and communicative classroom.

Conclusion

Training candidate teachers to be a good prospective English teachers has always brought to a paradigm of making them aware of the importance of improving classroom English proficiency. Therefore, thinking of alternative model for developing their proficiency is highly urgent to consider by an English Education Department. Referring to the above discussion, there are some points to sum up, those are: (a.) The peer teaching model has provided student teachers (candidate teachers) continuous opportunities for them to conduct intensive teaching simulation which enable them to improve their classroom English proficiency; (b.) Effort have been done by the student teachers to design interactive class as the typical characteristic of teaching strategies; (c) To cope with the weak points of classroom English proficiency, student teachers strengthen the other aspects of teaching performance in order to maintain the interactive and communicative class, such as modifying alternative technique, media or material of teaching; (d) the activity of peer reflection is found to be very much helpful for the student teachers to reduce the psychological gap between them and to do mapping the scope of evaluation on their teaching performance and (e) Peer teaching allows more opportunities for the candidate teachers to develop their public speaking skill more specifically in delivering instructions using classroom English.

References

- Azhar, F. 2013. Class-Based Performance Evaluation: *An Evaluation Asian Social Science Journal*. Vol.9, No.12. 2013. Canadian Centre of Science and Education.
- Crosthwaite, et Al. 2015. Assessing in-Class Participation for EFL Considerations of Effectiveness and Fairness for Different Learning Styles. *The Journal of Language Testing in Asia*. 5:9.DOI.10.1186/s40468-015-0017-1.
- Heggart, Keith. (2015). *Developing a Growth Mindset in Teachers and Staff* . Accessed July 30, 2017 from <https://www.edutopia.org/discussion/developing-growth-mindset-teachers-and-staff>
- Love, Christa. (2012). *Peer to Peer Teaching – Students Become the Teachers*. Accessed July 30, 2017 from <http://www.technokids.com/blog/teaching-strategies/peer-to-peer-teaching-students-become-the-teachers/>
- Morehead, James. "Stanford University's Carol Dweck on the Growth Mindset and Education." OneDublinorg. June 19, 2012.
- Ruday&Sean. 2011. Expanding the Possibilities of Discussion: A Strategic Approach to Using Online Discussion Boards in the Middle and High School English Classroom. *Contemporary Issues in Technology and Teacher Education (CITE Journal)*, V11 N4 p350-361 Dec 2011.
- Tsisana, Palmer. (2015). *15 Characters of a 21st Teacher*. Accessed August 14, 2017 from <https://www.edutopia.org/discussion/15-characteristics-21st-century-teacher>

PEER MODELING FOR CLASSROOM ENGLISH PRACTICE IN PEER TEACHING ACTIVITY

ORIGINALITY REPORT

18%	0%	0%	18%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Universitas Muria Kudus	18%
	Student Paper	

Exclude quotes	On	Exclude matches	< 3%
Exclude bibliography	On		